THE CITY OF
COLUMBUS
ANDREW J. GINTHER, MAYOR
CIVIL SERVICE COMMISSION

Police Officer
Situational Response Assessment

Preparation Booklet

Table of Contents

You're not preparing for a job

You're preparing for a career!

Introduction

The Columbus Civil Service Commission (CSC) designed this guide to assist you as you prepare to do your best on the *Columbus Police Officer Situational Response Assessment*. The Columbus Police Officer exam consists of two phases: the Multiple-Choice (MC) Exam, and the Situational Response Assessment (SRA). CSC created preparation guides designed for each phase of the exam. These two exam phases combine as the second step in the overall *Journey to Becoming a City of Columbus Police Officer*.

The *Journey to Becoming a City of Columbus Police Officer* is summarized on page 5. The remainder of this guide focuses on the Police Officer Situational Response Assessment. You will find explanations of the SRA test phase, sample materials, detailed guidance regarding the right or best response, preparation advice, performance strategies and what to expect on test day.

When used to the fullest extent, this prep guide will prepare you for the Police Officer exam. For optimal test results, read this guide thoroughly, and use the featured sample materials as recommended.

The Columbus Police Officer Exam consists of the following phases:

    I.   Multiple-Choice Exam (MC)
   II.   Situational Response Assessment (SRA)

The MC Exam is graded on a *pass-or-fail* basis. If you pass the MC, and complete the SRA, only your SRA score (which may include earned points) determines your final Police Officer Test score. Additionally, qualifying veterans' preference points are added to the scores of those who pass both phases of the Police Officer Test.

Journey to Becoming a City of Columbus Police Officer

Complete the following steps to become a City of Columbus Police Officer.

1. Application

- ✓ Apply to take the Police Officer exam with the City of Columbus.
- ✓ Meet the minimum qualifications and abbreviated background review standards.

2. Police Officer Test

- ✓ Take and pass both entry-level Police Officer exam phases:
  1) Multiple-Choice and 2) Situational Response Assessment.
- ✓ Submit your Personal History Statement (PHS) and relevant documents.

3. Eligible List

- ✓ Pass the background standards review: Pre-Employment Investigation, review of PHS, criminal and court records, and other documentation.
- ✓ Pass a polygraph examination.
- ✓ Take the Ohio Peace Officer Training Commission (OPOTC) entry physical fitness exam and meet the fitness standards.

4. Referral List

- ✓ The Department of Public Safety will select who receives a conditional offer of employment.

5. Conditional Offer

- ✓ Take and meet the standards for the medical and psychological exams: Medical exam and stress test, psychological assessments and psychological interview.

6. Final Offer

- ✓ Complete the hiring paperwork and start the Columbus Police Academy.

7. Training Academy

- ✓ Complete Columbus Police Academy and meet all OPOTC & Columbus Division of Police (CPD) training standards.
- ✓ Take and pass OPOTC exit exam and meet OPOTC final physical fitness standards.

8. Sworn In

- ✓ Swear in as a law enforcement officer in the State of Ohio.
- ✓ Participate in field training and complete the one-year probationary period.

Phase II: Situational Response Assessment (SRA)

Overview

Purpose. The Situational Response Assessment (SRA) is designed to assess skills, knowledge, and abilities that police officers need in situations that require interacting with other people, such as citizens, supervisors, subordinates, co-workers, etc.

The SRA is <u>not</u> designed to assess your knowledge of Columbus Division of Police (CPD) practices, policies, or procedures. That knowledge is learned on the job, during training. Thus, you do <u>not</u> need to know CPD practices, policies, or procedures to do well on the SRA, as that kind of knowledge is <u>not</u> in the SRA scoring key.

Content. The SRA is a video-based exam. The SRA consists of six test scenarios. Each scenario features a situation commonly encountered by police officers. The entire SRA will be presented as a single pre-recorded video.

Test day. On test day you will take the SRA in an individual test room. Your response will be video-recorded so it can be scored at a later date by trained raters.

Scoring. Your response to each scenario will be scored on three competencies: situational awareness, social intelligence, and problem resolution.

Earned preference points. Additional credit on the SRA may be available for proficiency in one or more pre-designated languages.

The remainder of this guide contains the following;

    A. Content & Features
    B. Scored Competencies
    C. Key to Success
    D. Study Materials
    E. Earned Preference Points

A. Contents & Features

On Test Day

On test day, when it is time for your SRA test to begin, a CSC monitor will escort you to an individual test room and place you at a table that faces a television monitor. You will be in the individual test room for about 30 minutes.

Once seated, you will see one or more cameras pointed toward you. Those cameras will record your performance so that it can be scored at a later date. An example of where the cameras may be placed is shown below.
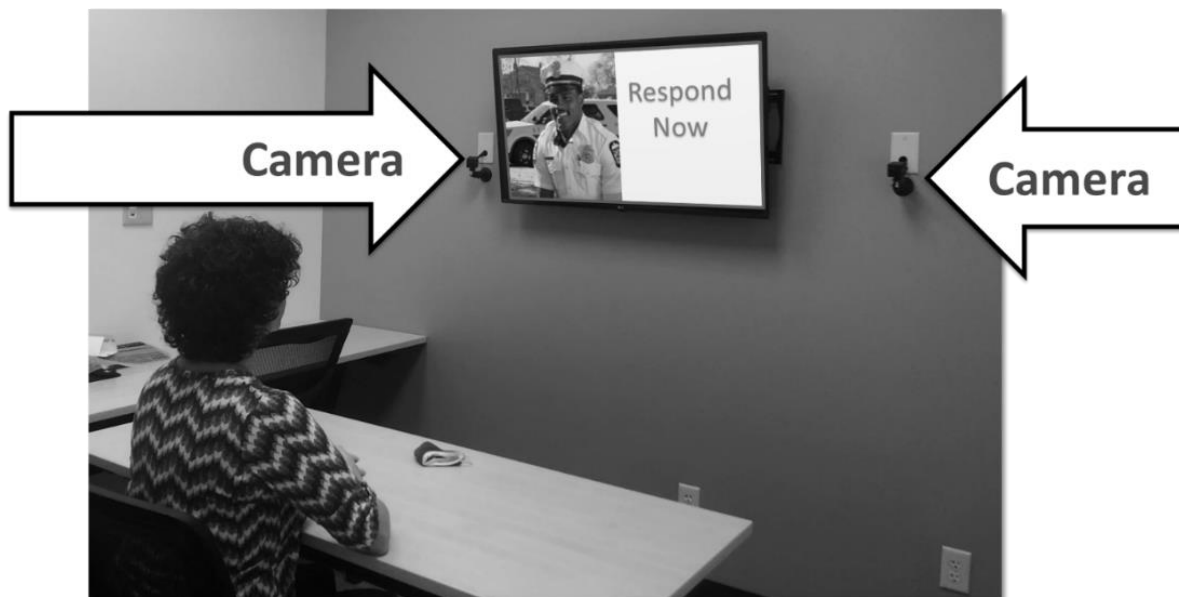
An additional camera may be placed in the room and used to verify any technical issues that may occur.

The CSC monitor will ask if you have any questions before the test begins. The monitor will then start the video cameras, confirm your personal identification number (PID), start the test video and leave the room.

You are to remain seated for the entire assessment.

At the end of the video, the narrator will explain that you are to stand up, open the door to your room, and wait for a monitor to assist you. A monitor will enter the room, stop the cameras and escort you out of the room.

SRA Contents

The SRA consists of six test scenarios. Each scenario features a situation commonly encountered by police officers. You will be expected to respond when prompted as if you are a CPD Police Officer and as if you are *in* each situation.

The entire SRA will be presented as *a single pre-recorded video.* Each segment will consist of a series of still images used to depict the persons, places and things involved in each scenario; plus assorted audio clips that deliver contextual noises, the speech of characters portrayed as talking, assorted guidance and prompts presented by the narrator. The video's contents and features are described below.

Test Video Segments

The main segments are as follows;

1. General Instructions
2. Practice Scenario + Practice Response Period
3. Test Scenario 1 + Response Period(s)
4. Test Scenario 2 + Response Period(s)
5. Test Scenario 3 + Response Period(s)
6. Test Scenario 4 + Response Period(s)
7. Test Scenario 5 + Response Period(s)
8. Test Scenario 6 + Response Period(s)
9. Exit Instructions

General instructions segment. This part of the video provides general information regarding the content of the video and what you are to do during specific segments.

Practice scenario segment. This part of the video contains a practice scenario that features a situation that could be encountered by a CPD police officer while on the job, plus one or more characters shown on screen.

Test scenario segments. The test scenarios feature situations commonly encountered by CPD police officers while on the job, plus one or more characters shown on screen.

Response periods. A specific amount of time has been allotted for each response period. Each response period ranges from 45 seconds to one minute.

At the start of each response period, you will hear the narrator state to whom you are to respond, the length of time allotted for the response and when to begin your response. When the narrator states "respond now," you will *see* the words "Respond Now" and a countdown timer on the screen. The character(s) to whom you are responding will also remain visible on screen.

At the end of each response period, you will hear the narrator say "stop." You will also *see* the countdown timer end at zero, plus the word "STOP" on screen.

Test Video Features

Narration. A video narrator will provide guidance throughout the video. The narrator will begin each segment with a brief explanation of the content you are about to see and what you are expected to do. At the beginning of each scenario, the narrator may provide a basic explanation of the scenario that you are about to see and provide specific details. The narrator will also indicate how much time is allotted for each response period and when to begin and end each response.

Still images. Each scenario will be presented as a series of still images with audio.

Characters. During each scenario, you will see and hear one or more individuals who are involved in the scenario. When you are required to respond to a specific individual, the narrator will prompt you to respond <u>after</u> the individual is done speaking.

Countdown timers. At the start of each response period, a countdown timer will appear on the screen and begin counting down; the timer will remain on screen until the end of the response period when it reaches zero.

Captions. Key lines stated by on-screen characters may also be shown on screen as text and may remain on screen until the end of the response period.

FOCUS ON WHERE YOU WANT TO GO
NOT ON WHAT YOU FEAR.

ANTHONY ROBBINS

B. Scored Competencies

Your performance during each test scenario response period will be scored in three different dimensions—here those are called *competencies*. Each competency is described in this section. The three scored SRA competencies are as follows:

- Situational awareness
- Social intelligence
- Problem resolution

In short, *situational awareness* concerns identifying the facts of a situation, while the other two competencies concern what you do with those facts in terms of the people involved (*social intelligence*) and each problem observed (*problem resolution*).

Your performance in each competency area will be scored using customized rating scales for each scenario. The rating scales are designed to recognize the fact that there are several ways to appropriately address the situation(s) presented in each scenario.

Your performance will be video-recorded throughout the entire test so your responses can be observed and evaluated at a later date by a panel of trained assessors. Your response to the practice scenario will <u>not</u> be scored, and it will <u>not</u> be shown to raters.

Situational Awareness

The *Situational Awareness* competency measures whether, how, and to what degree you notice and assess the physical, mental, emotional and interpersonal details in a situation so you can make accurate inferences about what is happening and what could happen next. It concerns how you tune into other's emotions and interpret subtle behavioral cues.

Police officers need to be able to be alert to their surroundings at all times and be able to anticipate what's ahead, so they can quickly think and react as needed. While you can never know for certain what is going to happen in a situation, as a police officer you will need to be able to make quick and effective predictions about what could happen next. In life-threatening situations, you may only have seconds to react. Being able to quickly gauge the details of a situation is key to reducing harm and saving lives.

Examples of effective behavior

- Identifies diverse factors that may have contributed to a particular situation
- Specifies the nature of each main problem or issue observed in a specific situation (e.g., "This is a resources issue")
- Gathers information through vision and hearing
- Answers questions completely and precisely
- Provides an accurate assessment of a situation
- Identifies objects and behaviors that do not fit the expected context of the situation
- Predicts what could happen based on what has been observed
- Explains what is being observed
- Thinks ahead by asking "What if…?"
- Explains what could happen as a result of what is happening in a situation
- Asks questions that aim to collect additional details about what is happening
- Asks questions that aim to clarify or confirm what is being observed
- Distinguishes between what is known, unclear, and presumed in a situation
- Identifies gaps in information

Examples of ineffective behavior

- Fixates on one feature of a situation at the expense of noticing other features
- Misses critical clues that indicate something is dangerous or may go wrong
- Mischaracterizes (i.e. falsely describes) what is seen and heard
- Overlooks each person's role in the situation
- Omits important information that was stated by persons in the situation
- Confuses cause and effect (i.e., claims X caused Y, when in reality Y caused X)
- Describes a problem inaccurately
- Makes erroneous assumptions about a situation using stereotypes
- Misidentifies the emotional or mental state of persons in the situation
- Gets distracted by irrelevant features of the situation

Social Intelligence

The *Social Intelligence* competency measures how you respond (emotionally, physically, etc.) to the feelings, emotions, statements and behaviors of other people; how you manage interactions with other people, including how you de-escalate and manage volatile situations; and how you describe and characterize others when communicating about them.

Police officers need to be able to listen closely and pay attention to what others are saying so they can interpret others' needs and beliefs so they can resolve interpersonal conflicts, provide meaningful guidance, maintain peace through intervention, de-escalation and mediation. They also need to be able to accurately and fairly describe the diverse people and groups who may be involved in or affected by a situation.

Examples of effective behavior

- De-escalates volatile situations by re-directing focus
- Sets boundaries (e.g., "It's important for you to slow down for us to be able to talk. How can that be accomplished?")
- Negotiates (e.g., by providing options, remaining flexible, etc.)
- Uses supportive language (e.g., "That must be frustrating")
- Tailors what is said and how it is said to the current audience
- Uses correct terms and grammar when speaking with or to others
- Presents information in an organized manner (e.g., by time or date)
- Repeats what was said or asked to ensure understanding
- Describes others accurately when speaking about them
- Speaks positively about others
- Uses humor if and when appropriate to de-escalate tense situations

Examples of ineffective behavior

- Uses intimidation to control others
- Uses threatening language (e.g., "You're going to be sorry you didn't listen")
- Interrupts others when they are speaking
- Speaks so quickly that others miss pieces of what was said
- Rambles, speaks in monologues, or fails to get to the point
- Habitually repeats things already said (e.g., "Like I said…")
- Responds to only part of a question
- Shouts orders
- Escalates voice and body language to same level of volatility being shown by others
- Stereotypes other individuals or groups

Problem Resolution

The *Problem Resolution* competency, measures how you identify and distinguish between alternatives for a solution, select the solution, detail how the solution can or will be implemented and detail any follow up that may need to occur.

Police officers need to be able to resolve problems, whether a problem relates to an investigation, a dispute or some other situation. They need to be able to identify and implement solutions that will address both the short-term and long-term needs of those involved; and identify what needs to be done, who needs to do it and how to get those individuals or organizations involved. It is not enough to develop an effective solution, the solution must also be ethical, as unethical solutions are liable to backfire and erode the public's trust.

While much of law enforcement training is designed to enhance effectiveness in these and other competencies, building your ability to demonstrate each competency before entering the training academy can not only enhance your ability to succeed on the SRA exam, it can also enhance your ability to succeed during training and on the job.

Examples of effective behavior

- Identifies viable alternatives for resolving the problem
- Distinguishes between ethical and unethical alternatives
- Specifies who may be helped and who may be harmed by a proposed solution
- Specifies the pros and cons of a proposed solution
- Explains why something is important—or not—for resolving the problem
- Specifies how the solution will be implemented

Examples of ineffective behavior

- Jumps to a solution without considering alternatives
- Merely appeals to tradition when defending a solution (e.g., "That's how we've always done it")
- Considers the benefits of a proposed solution but not the harms
- Resolution makes situation worse or inflames the situation
- Resolution solves minor aspect(s) of the problem, but fails to solve safety-related or critical aspects of the problem
- Solutions are non-responsive to the problems presented

C. Key to Success

BEFORE TEST DAY:

1. **Review the sample scenarios posted on the Commission's Police Officer web page.** See the *Study Materials* section for details.

2. **Practice noticing similar situations in your everyday life.** Notice situations in your life that involve interacting with others and a problem to be resolved. Consider past verbal conflicts with family, friends, and co-workers, past customer relations experiences, or situations you have seen on television or the internet.

   Notice how each individual responds. Notice what each person says and does.

3. **Practice analyzing similar situations in your everyday life.** Break each situation down so you can better organize the information and better understand what should and should not be counted as important for resolving the issue.

   Organize the details in a way that makes it easier to understand. For example, you could use a "people/places/things" approach with questions like these:

   - ✓ <u>People</u>: Who is involved? What are they saying? What are they doing?
   - ✓ <u>Places</u>: What is the setting? What is its nature—public or private, etc.?
   - ✓ <u>Things</u>: What objects do you see; what is the significance of each object?

   Or a "who/what/where/why" approach with questions like these:

   - ✓ <u>Who</u> is involved?
   - ✓ <u>What</u> is each person observably saying and doing?
   - ✓ <u>Where</u> is the interaction taking place? What is the nature of the setting?
   - ✓ <u>Why</u> is the interaction taking place?

   Closely examine the different pieces of information. Do you notice any patterns or trends? If yes, what inferences can be made from that information?

4. **Practice responding.** Practicing can help you understand how it feels to respond to video-based characters and respond within a 45-to-60-second time frame. Use the Practice Checklist provided in the *Study Materials* section to ensure that you are using the practice/sample materials to your best advantage.

5. **Evaluate your practice responses.** Use the Practice Checklist provided in the *Study Materials* section to ensure that you are appropriately evaluating your practice performances.

    The SRA is not scored like a multiple-choice exam in which there is a single correct response. Rather, on the SRA, there are many different ways to respond effectively, so long as you demonstrate the scored competencies as described in this guide.

    If you partner with someone else as you practice and have reviewed the competencies as those are explained in this guide, they may be able to provide useful feedback regarding how well you did throughout your practice response.

6. **Research related topics.** Enhance your ability to understand the competencies by researching topics that are closely related to the competencies, such as these:

    - Conflict resolution techniques
    - Basic principles of human behavior
    - Mental health issues
    - De-escalation strategies and techniques for self, others, and crowds

ON TEST DAY:

During the practice scenario: Watch carefully, and respond when prompted. Your response to the practice scenario will <u>not</u> be scored and it will <u>not</u> be shown to raters.

During each test scenario:

- 💡 Look for visual cues as each situation unfolds. Pay close attention to what is shown in each image and how those objects may relate to the situation.

- Observe the body language of each character. Each character has been designed to provide specific information through their body language.

- 💡 Listen carefully to anything that is said or asked. The narrator, and the dispatcher if relevant, will often provide important information you need to solve the problem.

- Listen to how things are said. An intonation or emphasis on certain words may provide clues about what a character believes is important. The volume and pitch of their voice may provide cues about their feelings and their focus.

- Ask yourself, "How should I approach the individual(s)?" The situation may call for a stern response, a gentle and comforting response, a confident and self-assured response, or something else.

- Begin to consider and develop *several* different courses of action that could best resolve the issue at hand.

- Begin to identify the main issues involved in the situation.

- Begin organizing your thoughts so you can express them in a logical manner.

During each response period:

- Begin your response any time after the narrator says, "Respond now."

- Use the countdown timer to track the remaining time in each response period.

- 💡 Think about what you want to say before you begin to speak. There is no penalty for waiting a few seconds to compose your thoughts.

- Speak to the individual(s) shown on screen, <u>not</u> to the cameras.

- 💡 Speak as if you are a CPD Police Officer. Remember though, you do <u>not</u> need to know or speak to CPD practices, policies, or procedures to do well on this test.

- Do not think of your performance as "acting." Instead, pay careful attention to the situation as it is presented on video and respond appropriately.

- Be mindful of your body language as you respond, as it could impact your score. For example, although not directly scored, chewing gum or resting your head in

the palm of your hand could be misinterpreted. Use facial expressions, tone of voice, and body language that are appropriate for each situation and that communicates what you are trying to communicate.

- Speak slowly and distinctly. Sometimes we speak quickly when we are nervous, so make a conscious effort to slow down. Do not mumble or speak so softly that you are difficult to understand. Know your tendencies and adjust accordingly.

- 💡 Respond to the individual(s) on screen as if you are speaking *with* them in person—not as if you are speaking *about* them and not as if you are being interviewed about your SRA performance.

  For example, suppose a scenario portrays a shoplifting incident to which you respond and then portrays a supervisor directing you to explain how you responded to the shoplifting incident:

  DO tell the supervisor how you *responded* to the incident:
  "I spoke to the store manager, and then I arrested the suspect"

  Do NOT respond as if being interviewed about what you *would* do:
  "I would speak to the store manager, then I would arrest the suspect"
  "I would have spoken to the store manager, then arrested the suspect"

- Avoid jargon. Avoid unnecessary, unrelated, or trivial information.

- Identify and address the main issues involved in the situation.

- You may direct the person on the scene to do something.

- Present a plan, solution(s), or suggestion(s) for resolving each main issue.

- 💡 You may ask questions if warranted. For example, if you conclude that additional information is needed to resolve the situation, you can seek that information by asking a question or two, since what you ask can help communicate to the raters what you consider most important for resolving the situation. If you do ask questions, ask them as part of your response and not as your entire response; then quickly continue to the remainder of your response so you can demonstrate all of the competencies. Also remember, the characters will **not** be able to respond since the video is pre-recorded.

- Answer as completely as possible in the time allotted. If you complete your answer before that time has expired, sit quietly and wait for the next prompt.

- 💡 You are **not** required to use the entire time allotted for each response. If you finish before the time limit expires, please sit quietly and wait for the next prompt.

- 💡 If you think of something that you wish to add while waiting for the next prompt AND there is time remaining in the response period, simply begin speaking. Just make sure there is time left, as anything you say or do <u>outside</u> of any response period will <u>not</u> be scored.

During each video segment transition:

- After you complete each response, wait for the next video segment to begin.

- If you complete a response prior to the end of the allotted time, simply wait for the next segment to begin. Continue paying attention to the screen so that you do not miss anything, such as the start of the next scenario.

After the final test scenario:

- Get up, open the door, and then return to your seat. Once the final response period ends, the video narrator will indicate that the test is over and direct you to open the door and return to your seat. Then, the video will shift to playing music. The open door and the music playing will alert the test monitors that you have completed the exam.

D. Study Materials

The following items are designed to help you prepare and practice for the SRA exam.

- Three non-test scenarios
- Practice checklist

Non-Test Scenarios

Two non-test scenarios have been developed to help you prepare to do your best during the SRA exam.

A video that contains two sample scenarios is posted online at https://www.youtube.com/watch?v=tOBqH7reusU. You can use those scenarios, plus the Practice Checklist provided in this section, to prepare and practice for the SRA.

A *third* non-test scenario—called the Practice Scenario—will play at the start of the SRA video on test day. You will <u>not</u> have access to that practice scenario before test day.

Practice Checklist

A checklist is provided on the following page. Use it to help ensure that you are making the most of the sample scenarios so you can feel confident and prepared on test day.

How to Use the Materials

To get the most out of the sample scenarios, prepare to respond—and also prepare to record yourself responding—the *first time* that you watch them.

Use the practice activities checklist to ensure you are getting the most out of your practice activities. Using the materials in this manner can help you develop an accurate picture of your current skill set that you can use as a baseline for additional practice.

SRA Practice Checklist

Before you begin practicing:

☐ Review the SRA sections of this preparation guide to ensure that you are familiar with the SRA and all practice materials.

☐ Troubleshoot the scenario: If using the sample scenarios posted online, play the first several seconds of the video to make sure it plays. If using a found or self-developed scenario, ensure it involves at least one person to whom you can respond and a problem or issue that needs resolved.

☐ Prepare a recording device. Set it up to capture your face and torso so you can clearly view your own body language when you play the video back.

☐ Press "Record" on the recording device right before you begin.

Right after you finish responding:

☐ Press "Stop" on the recording device.

To evaluate your response:

☐ First, watch the recording while listing each thing you said and did. Then, organize those individual behaviors by competency.

☐ Evaluate each observable behavior grouped with each competency. Is the behavior more similar to those listed under "Examples of effective behavior" or to those listed under "Examples of ineffective behavior"?

☐ Evaluate your performance in each competency. From 1 to 5, with 5 being the highest, what score would you give your performance in each competency?

☐ Evaluate your overall performance. In which competency were you strongest? In which do you need to improve?

E. Earned Preference Points

There will be opportunities to have additional earned points added to your final SRA score. You can earn up to 10 points for a qualifying language.

Language Fluency Points. The City of Columbus contracts with language testing specialists to assess language fluency in identified languages other than English. When you apply to take the Police Officer exam, you will be asked if you have fluency in the identified languages. If you checked a specific language, the CSC will email you after you pass Phase I of the Police Officer Exam and have taken the SRA. The email notice will advise you as to how and when to take a language proficiency test in your selected language. The City of Columbus will pay for the language assessment.

The qualifying languages are based on the demographics within the City of Columbus and the language test vendor's portfolio of tests. Since the city's demographics and the vendor's portfolio may change over time, the languages that qualify are subject to change. Visit the CSC website for a current list of qualifying languages. If you would like to take a language fluency exam but did not indicate this on your application, contact the Civil Service Commission at 614.645.0800 or policefiretesting@columbus.gov.

The current language test vendor reports test results from *novice* to *superior*. Thus CSC will add points to your SRA result as follows:

Qualifying Language Proficiency Level	Available Points
Novice Low, Mid, High, or Intermediate Low	0
Intermediate Mid	2.5
Intermediate High or Advanced Low	5
Advanced Mid	7.5
Advanced High or Superior	10

General Testing Tips 💡

1. **Rest:** Try to get a good night's sleep before the test so that you are well-rested and can do your best.

2. **Eat:** Eat appropriately before the test. Too little or too much food can hurt, rather than help.

3. **Dress comfortably:** Business attire is not required. We recommend bringing a sweater and dressing in layers so you can adjust your comfort to fit the temperature of the test room. Select clothing without large lettering, graphics, or logos. If you select such articles to wear, choose items that cannot be construed as offensive. While what you wear is not graded, it is important to present yourself positively.

4. **Location:** Be sure you know where the test center is located. Refer to your admission notice for the exact location, date, and time.

5. **Arrive early:** Arrive at least 15 minutes before your scheduled time. Allow extra time for traffic problems on test day.

6. **Relax:** When you arrive at the testing room, you will be assigned a seat. Try to relax and get comfortably settled as quickly as possible.

7. **Follow directions:** Be sure to listen to and follow **all** directions. If you have any questions, make sure you ask them before the test starts.

Confidentiality

All Police Officer Examination content is confidential. Do not share what you see and hear during each phase of the exam with any other person including other candidates or others who will or may be considering taking the exam. Sharing confidential test content with other candidates may give those individuals an advantage—but it could also lower *your* position on the eligible list since your position will be based on your score relative to the scores of all other candidates taking the test.

Additionally, sharing confidential information with any other person including other candidates may be grounds for disciplinary action, disqualification from the testing process, loss of your right to the examination or to certification or appointment, and may result in prosecution.

Final Police Officer Exam Results

To be scored on the SRA, candidates must first pass phase I. For candidates who pass *both phases* of the examination and complete the personal history statement, the scores from the SRA will be used to band candidates into the top (band 1), middle (band 2), or lower (band 3) bands. Veterans' preference points will be added to passing SRA scores of qualifying candidates before being placed within the respective bands. The list of eligible candidates in Band 1, Band 2 and Band 3 form what is called an "Eligible List." At this point, candidates have reached Milestone 3 of the Journey to Becoming a Police Officer. Refer to page 5 of this booklet to see all the milestones and steps in the Journey to Becoming a Columbus Police Officer.

As the City considers eligible candidates for hire, the City will consider those in Band 1 first and then those in Band 2. After the City considers both Band 1 and Band 2, and if Training Academy spots are still available for new recruits, the City will consider Band 3. Police Officer Eligible Lists are usually viable for one year. If an eligible candidate has not been hired within that year and still wants to be considered or reconsidered for the job, they should reapply during the next application period.